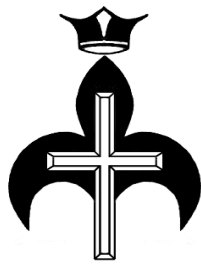


St Mary's Church of England First School

Behaviour and Anti-Bullying Policy



2010

Introduction

We are very proud of the behaviour of our children at St Mary's. All staff work together to nurture the code of behaviour at our school, having high expectations of pupils.

We believe in the process of positive reinforcement and praise good attitudes and behaviour. Our behaviour policy ensures consistency of approach. We recognise the vital importance of close supportive relationships with parents and work hard towards this end. We involve the children in decision making regarding behaviour and developments within school. The school is small enough for all staff and children to know each other; we nurture a 'family' atmosphere. We believe the spiritual dimensions produced by being a Church school adds significantly to the development of a 'caring' atmosphere.

We believe that everyone has a right to learn and that emphasising positive behaviour in school marginalises bad behaviour and decreases the number of incidents. A well managed, orderly environment in school will encourage children to act in a positive and caring way.

Aims and Values

To develop positive behaviour by promoting the following values within the Christian ethos of our school;

- enthusiasm for involvement in all aspects of school life
- team work which promotes tolerance, respect for others' views and a strong sense of belonging

- understanding of the importance of honesty and forgiveness
- respect and politeness towards all members of the school community
- awareness and consideration for others' personal space and property
- self esteem, valuing one's own self worth
- independence, recognising responsibility for your own actions

We Aim to;

- encourage everyone in the school community to understand their responsibility to guide their behaviour by these principles at all times
- ensure that all staff administer rewards and sanctions in a fair, consistent way, while recognising that individual situations may need individual responses
- emphasise the importance of promoting, celebrating and rewarding good behaviour
- ensure that pupils understand how to behave well at school
- ensure that all stakeholders understand the school's rewards and sanctions policy and the principles on which it is based
- ensure that behavioural needs are identified early and that pupils are offered appropriate support
- recognise the role every adult plays in the maintenance of good conduct within the school in order to support learning

UNICEF

St. Mary's CE VC First School is working towards becoming a UNICEF Rights Respecting school and the children and staff have adopted the following charter

We have the **Right** to have good teaching
We have the **Responsibility** to take part in our learning.

We have the **Right** to a playtime with our friends.
We have the **Responsibility** to make sure others have an enjoyable, safe and happy playtime.

We have the **Right** to a great environment and the right equipment.
We have the **Responsibility** to respect our resources and look after our school.

We have the **Right** to be respected by everyone in the school.
We have the **Responsibility** to respect others equally.

We have the **Right** to use the toilet and have a snack.
We have the **Responsibility** to be careful and not to waste time.

Each class will use these rights to discuss and create their own charter for the classroom appropriate to their age and ability.

In order to achieve this we will:

- model positive behaviour, including politeness, tidiness and care for others
- provide equal opportunities for all our children, demonstrating a fair and consistent approach and encourage children to develop an understanding of individuals special need
- continuously develop and maintain strong working partnerships between staff, children and parents
- listen to children and encourage them to consider other's points of view, through the Rainbow curriculum and activities such as circletime and plenary sessions
- encourage and reward good behaviour with praise and reward systems
- have a clear policy for rewards and sanctions

Rewards used at St Mary's VC First School

Rewards are given following instances of positive behaviour. They may be given to an individual a group or a whole class. Rewards are given to reinforce positive behaviour and to increase the chances of it being repeated.

- Give attention and praise when positive behaviour observed
- certificates given in celebration assemblies-these are linked to SEAL focus of the week
- Praise Book for good work or behaviour

- class incentive charts and systems: Reception Year and Year One- marbles in a jar, to collect toward class treat when jar full, Year Two-Treasure Tower, individuals get a reward when they reach the top of the tower, Years Three and Four-raffle tickets given towards weekly draw.
- Class 'star boards'
- special jobs/errands
- special choosing times
- earning treats for the class
- positive comments in home/school book (where book used)
- Headteacher 'Tea party' and letter home each term for all children who have worked hard to uphold the school charter during the term.

Sanctions used at St Mary's VC First School

An agreed set of sanctions to discourage problem behaviours is listed below:

- Look at child/say child's name
- Verbal reminders to behave
- Withdrawal of privileges/special job
- Time out on thinking chair if behaviour persists
- Sit in another class
- Final warning/choices explained
- Sent to 'Talk Time' session at lunchtime
- Sent to Headteacher or Deputy
- Parents informed and targets set for improved behaviour
- Behaviour support plan developed
- Referral to external agencies Behaviour Support Service or Educational psychologist

In extreme cases of violent or abusive behaviour it may be necessary to implement:

- Fixed Term exclusion
- Permanent exclusion

SEN.

Individually agreed rewards and sanctions may operate as part of Individual Education (behaviour) Plans for children on SEN register.

Anti-Bullying

At St. Mary's First School we are committed to providing a warm, caring and safe environment for all our children, so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying others need to learn different ways of behaving.

At St. Mary's First School we acknowledge that bullying does happen from time to time, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. *It is repeated over a period of time* and is very difficult for the victims to defend themselves. Bullying is unkind and results in worry, fear, pain and distress to the victim.

Bullying can be:

- **Emotional** ~ being unfriendly, excluding, tormenting, ridicule, humiliation
- **Verbal** ~ name calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** ~ pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence
- **Racist** ~ racial taunts, graffiti, gestures, making fun of culture and religion

We have children who have learning disabilities and difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are, therefore, particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere; in the classroom, in the corridor, in the toilets, in the dining hall, in the playground and on the way to and from school. Schools are only responsible for bullying incidents which occur on the school premises. However, at St. Mary's First School we are also concerned with our children's conduct and welfare outside school and we will do what we can to support and address any bullying issues that occur off the school premises.

Warning Signs

A child may indicate, by different signs or behaviour, that they are being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Begs to be driven to school

- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to under perform in school work
- Comes home with clothes torn or property damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

The school will:

- Respond calmly and consistently to all allegations and incidents of bullying.
- Take bullying seriously and find out the facts of any incident
- Support children who are being bullied
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- Discuss with, and involve children in, agreed class and school rules for behaviour

- Request help from Behaviour Support Service or Educational psychologist if appropriate

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try to ignore them.
- Try not to let the bully know that they are making you feel upset.
- Tell the person who is bullying that you don't like it
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Look strong and walk away as quickly as you can.
- Go to a safe place, stay around other people, bullies usually pick on individuals
- Go to an adult you can trust. Tell them the truth about what is happening
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying, give them as many facts as you can
- Keep on speaking out until someone listens and helps you. Don't suffer in silence.
- Don't blame yourself for what is happening

What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the victim. Staying silent shows the bully that what they are doing is okay with you. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Get help.
- Let the person being bullied know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.

St. Mary's First School's approach to tackling bullying

Talk with the child

When the teacher finds out that bullying has occurred they begin by talking to the child about their feelings. They do not question them about specific details, but need to know who was involved.

Meet with the people involved

The teacher arranges to meet with the group of children who have been involved. This will include some children who were present, but did not participate in the bullying. A group of four to six seems to work best.

Explain the problem

They are told about the way the child is feeling now. At no time does the teacher discuss details or specific incidents. It is important not to allocate blame to the individuals or the group.

Share Responsibility

The teacher does not apportion blame but states they know that the group can do something about it, something to help.

Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the bullied child could be helped to feel happier. The teacher gives some positive responses but does **not** go on to extract a promise of improved behaviour.

Leave it up to them

The teacher concludes the meeting by passing responsibility to the group to solve the problem. They arrange to meet with them again a week later to see how things are going.

Meet them again

About a week later the teacher discusses with each child, including the victim how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Related Information

Restraint

School staff only intervene physically to prevent behaviour that would prejudice the maintenance of school discipline, to prevent injury to a child or damage to property or if a child is in danger of hurting his or herself. The actions that we take are in line with government guidance on the use of force to control Or restrain children. Force is never used as a punishment.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Following a review any amendments will be made to the policy and everyone informed.

Fixed Term and Permanent Exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any

representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Date: May 2010

Adopted by Governors: June 2010

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

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